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ABSTRACT

This report describes a project to teach young children strategies to resist the lures of strangers and to produce and disseminate a training manual for teachers in mainstreamed preschool classes. Project activities and accomplishments of the project are described. The project involved a study of 47 children (ages 3 and 4), 6 of whom had developmental delays or disabilities, in three inner-city Head Start classrooms. Small classroom groups and in vivo probes in the community were used to teach children how to avoid abduction, by moving away from strangers, saying "no" to strangers, and reporting any occurrence of lures by strangers to teachers or parents. A comparison was undertaken of two strategies to help maintain what the child learned: monthly reviews with verbal rehearsal, modeling, and feedback; and monthly reviews with verbal rehearsal, modeling, feedback, and in-class role playing. A training manual for preschool teachers is provided. It discusses components of effective abduction-avoidance training, descriptions of training sessions and sample scripts, and information on how to assess whether children will perform effective avoidance behaviors when approached by an actual stranger. (Contains 287 references.) (SW)

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FINAL REPORT

Teaching Preschoolers to Avoid Abduction by Strangers:

Evaluation of Maintenance Strategies

Grant No. HO23A20095

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ABSTRACT

Teaching Preschoolers to Avoid Abduction by Strangers:

Evaluation of Maintenance Strategies

Abduction of children by strangers often leads to serious consequences. Young children with and without disabilities are seen as likely targets of abduction. As a result, a number of studies have evaluated procedures for teaching young children to resist the bids by strangers to abduct them. The components of the effective programs include (a) verbal rehearsal, (b) modeling, (c) role playing or simulation, (d) feedback, and (e) use of multiple exemplars of lures and strangers. While these procedures result in preschoolers with and without disabilities learning to resist the lures of strangers, the maintenance of these skills has been unsatisfactory. In some studies, less than half of the children maintain the behaviors on 1- or 2-month follow-up assessments. Because of these weaknesses, the dissemination of these training programs is premature. This project evaluated the effects of two strategies designed to promote maintenance of the targeted skills and developed a training manual for preschool teachers on how to teach children to avoid abduction and how to use the maintenance-promoting strategies. The project had two objectives; these were:

1. To conduct a study that includes effective strategies for teaching young children to resist the lures of strangers and compares three methods for promoting skill maintenance.
2. To write and disseminate a training manual for teachers in mainstreamed preschool classes to teach children to resist the lures of strangers and to promote skill maintenance.

The proposed investigation was conducted and the manual was developed in a 12-month period.

The research occurred in three mainstreamed Head Start classrooms that each enrolled at least six children with identified developmental delays or disabilities. The research employed a multiple probe design across groups within each class and replicated across the three classes. Two strategies for promoting maintenance were evaluated; these include (a) monthly reviews involving verbal rehearsal, modeling, and feedback; and (b) monthly reviews involving verbal rehearsal, modeling, feedback, and in-class role playing. Families were fully informed of the research and were asked to identify and report any potential negative effects of the training. A manual was developed to teach preschool teachers to use the training procedures and the maintenance-promoting strategies. The manual was disseminated to the Regional Access Projects and to faculty throughout the nation who prepare preschool teachers. The results of the investigation were presented at a national conferences and a report was submitted for publication to a professional journal. The outcomes of the project were: (a) a report of the study comparing various strategies for promoting maintenance was submitted for publication and is pending review, (b) an article instructing teachers how to implement abduction-avoidance procedures is planned for submissions, (c) a manual describing procedures for teaching children to avoid abduction was written and distributed, (d) six preschoolers with disabilities were taught to resist the lures of strangers, and (e) 41 preschoolers without disabilities were taught to resist the lures of strangers.

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FINAL REPORT: NARRATIVE

Teaching Preschoolers to Avoid Abduction by Strangers:

Evaluation of Maintenance Strategies

Mark Wolery, PhD

This project was funded by the Research in Education of Individuals with Disabilities Program as a 1-year project to evaluate the effects of strategies for promoting maintenance of abduction-avoidance behavior by young children with and without disabilities. This final report contains two major sections. The first section describes the background of the project including a statement of the project's objectives. The second section describes the accomplishments of the project as it relates to the project objectives. This section includes a summary of the study, the major conclusions of the project, and the dissemination activities related to the project. The manual developed for teachers and a report of the study are included in the appendices.

Background of Project

Previous Research on Abduction Avoidance

Most children who are abducted are taken by family members; however, those who are abducted by strangers often suffer severe consequences including emotional trauma, physical and/or sexual abuse, and--in some cases--death (Finkelhor, Hotaling, & Sedlak, 1990). As a result, a number of investigations have focused on how to teach children to respond to bids by strangers to abduct them. From these studies, the components of effective training are known. These components include:

- (1) clear description of target behaviors (i.e., saying "No", leaving the area quickly, and reporting the event to an adult);
- (2) simulation or role playing of a stranger approaching each child;
- (3) praise and feedback for correct responses during verbal rehearsal and role playing or simulations (Collins, 1990; Gast, Collins, Wolery, & Jones, 1993; Haseltine & Miltenberger, 1990; Miltenberger & Thiesse-Duffy, 1988; Poche, Brouwer, & Swearingen, 1981; Poche, Yoder, & Miltenberger, 1988); and
- (4) use of multiple exemplars of lures, settings, and strangers (Gast et al., 1993).

However, previous research has not evaluated the effects of these procedures on children's maintenance of the abduction-avoidance behaviors beyond 1- and 2-month follow-ups. For the studies that assessed maintenance at least 1 month after training, two reported that about half the preschool subjects did not maintain the trained resistance behaviors (Miltenberger & Thiesse-Duffy, 1988; Poche et al., 1981), and one reported that one of four subjects did not maintain the acquired skills (Gast et al., 1993). The study conducted by this project was designed to evaluate strategies for promoting maintenance of the abduction-avoidance behaviors (i.e., leaving the area and moving toward the teacher or parent, and saying, "No, I have to ask my [teacher/parent]."). Initially, we planned to compare three maintenance promotion strategies: (a) monthly reviews involving verbal rehearsal, modeling, and feedback; (b) monthly reviews involving verbal rehearsal, modeling, feedback, and in-class role playing; and (c) monthly reviews involving verbal rehearsal, modeling, feedback, in-class role playing, and in vivo (i.e., community) practice trials. However, upon further consideration, the first two were compared because they were more feasible for teachers to use.

Objectives of the Project

The project had two objectives; these were:

Objective 1.0: To conduct a study that includes effective strategies for teaching young children to resist the lures of strangers and compares three methods for promoting skill maintenance.

Objective 2.0: To write and disseminate a training manual for teachers in mainstreamed preschool classes to teach children to resist the lures of strangers and to promote skill maintenance.

Accomplishments of the Project

In this section, each objective is listed and the activities and accomplishments of the project on each objective are described. In addition, the major conclusions of the project are listed as are the dissemination activities related to the project.

Accomplishment of Project Objectives

Objective 1.0. To conduct a study that includes effective strategies for teaching young children to resist the lures of strangers and compares three methods for promoting skill maintenance.

As noted above, rather than compare three methods of promoting maintenance of the abduction avoidance behaviors, two were compared. The third strategy (monthly reviews involving verbal rehearsal, modeling, feedback, in-class role playing, and in vivo practice trials) was retained as an option for dealing with children who did not maintain the skills after participation in one of the other two maintenance promotion strategies. Below is a list of the activities completed in conducting the study. After this description of the activities, a summary

of the study is provided. A complete description of the study is provided in Appendix A.

Activities completed. Below is a listing of the activities and of the accomplishments of the project related to each proposed activity.

1. **Identify participating teachers** -- Two teachers were identified through the local Head Start program. Each teacher taught two groups of children, a morning group and an afternoon group. The teachers gave their consent to participate.

2. **Secure appropriate approvals from Institutional Review Boards** -- Approval was sought and obtained from the Allegheny Health, Education, and Research Foundation (AHERF) Institutional Review Board (IRB). This activity is described in more detail in the section titled, "Difficulties Encountered by the Project." In addition to obtaining approval by the AHERF IRB, we notified the local police of the project and discussed procedures with them.

3. **Explain research to families/guardians and secure informed consent** -- After IRB approval and discussions with the police, we worked with the administration of the Head Start program to schedule a meeting with the families of the children in the target classrooms. A mid-day meeting was scheduled and completed. We furnished refreshments for the families and a substantial proportion of them attended. The goals and procedures of the project were explained. The informed consent procedures and form were described, and families were given the forms. For families who did not attend the meeting, the teachers and research staff met individually with them and explained the study and consent procedures. All families who were asked to allow their children to participate gave consent--indicating a high degree of interest in the project. We also explained procedures for reporting any negative effects on children.

4. **Recruit and train strangers** -- Strangers were recruited from the staff of the Early Childhood Intervention Program (now named, the Child and Family Studies Program) and from the Preschool Development Program (Head Start agency). All "strangers" had child abuse and criminal record clearances and all were unknown to children. A total of 24 different individuals with different physical characteristics were used as "strangers." The "strangers" were trained and supervised by the research staff.

5. **Implement baseline procedures** -- The baseline procedures (i.e., in vivo probes) were implemented as planned. For each child, at least 5 trials were given, one per day, each with a different type of stranger lure.

6. **Implement training procedures in a time-lagged fashion** -- Children in each of the three classrooms were randomly divided into three groups of 4 to 6 children. Within each classroom, the training was implemented in a time-lagged fashion across groups consistent with the multiple probe across subjects design. The teachers were taught to conduct the training which was supervised by the research staff.

7. **Implement maintenance-promoting strategies** -- The two maintenance-promoting strategies were implemented as scheduled by the teachers. The research staff supervised the implementation of the strategies.

8. **Implement maintenance probes** -- The maintenance probes (identical to the initial in vivo probes) were implemented as planned.

9. **Implement follow-up** -- Three months after the last maintenance promotion strategy was used, we held a picnic for the families. Six children and their families attended. Two children walked away, one child walked away after 3.5 seconds (they were taught to do

so within 3 seconds), one child said "no" but did not walk away, and two children neither walked away or said "no."

10. **Collect interobserver agreement data** -- Interobserver agreement data were collected on 28% of all probe sessions and in 40% of the training sessions. Interobserver agreement data on the dependent measure (i.e., children's responses) were 100% on all assessment occasions.

11. **Collect procedural fidelity data** -- Procedural fidelity data were collected on 28% of the probe sessions and in 40% of the training sessions. All assessed probe sessions were implemented with 100% compliance to written procedures. The mean percent of correct implementation for training was 98% (range 94-100%). Two procedural errors occurred, and both were the failure of the teacher to direct a question to one child in the group on two different training sessions.

12. **Analyze data as it is collected** -- The data were analyzed daily and reviewed weekly in research meetings with the research staff and the Principal Investigator.

13. **Analyze data and describe study** -- The data for the study were analyzed as a whole and a report of the study was written describing the methods and findings (see Appendix A).

14. **Disseminate the findings** -- The accomplishments of this activity are described in the section titled, "Dissemination of Project Findings."

Summary of investigation. A total of 47, 3- and 4-year-old children participated in the study; 32 were African-American children and 15 were caucasian. Six of the children were diagnosed as having delays/disabilities. The children were enrolled in three inner-city Head

Start classrooms; all children's parents gave informed consent to allow their children to participate in the study. The training and the maintenance promotion strategies were conducted in small groups in the children's classrooms. In vivo probes occurred in the community.

A multiple probe design across groups of children within each classroom and replicated across classrooms was used to evaluate the procedures. Initially, all children were assessed in the community (in vivo probes) to determine whether they already had the abduction-avoidance behavior in their repertoire. These probes involved a "stranger" approaching the child and delivering one of five types of verbal lures: (a) general lure, (b) authority lure, (c) enticement lure, (d) assistance lure, and (e) conversational lure. The specific content of these lures changed for each child throughout the study. After five probes across five days, the training was initiated with the first group of children in each class. The teachers were trained by the research staff to implement the training. The child training lasted a minimum of six days and until all children met criterion in the classroom. After they met the training criterion, the in vivo probes were again instituted. The training was then implemented for the second group. This process was repeated for the third group in each classroom.

The child training consisted of stating three rules: (a) if a stranger talks to you, say, "No, I have to ask my teacher (mother or father); (b) if a stranger talks to you, go to the teacher (mother or father)' and (c) if a stranger talks to you, tell your teacher (mother or father). The teacher then modeled the behavior using various lures and verbally reviewing the rules. The teacher then verbally rehearsed the rules by giving hypothetical situations and asking each child two questions about what they would do. The teacher gave children feedback on their responses. Finally, the teacher role played the situation with each child. The maintenance promotion-

strategies were implemented monthly after children completed training. In vivo maintenance probes occurred 2 weeks after completion of training and monthly thereafter. A three-month follow-up assessment was completed with six children.

The results indicate several findings. First, none of the children exhibited the critical abduction-avoidance behavior prior to training. Second, the teachers implemented the training with a high degree of procedural fidelity. Third, all children acquired the abduction-avoidance behaviors in the classroom. Fourth, all children generalized the critical abduction-avoidance behaviors (moving toward the teacher/parent immediately) in the in vivo probe trials after training. Fifth, all children except one maintained the critical abduction-avoidance behavior at the 2-week maintenance probe. Sixth, the child who did not maintain at the 2-week maintenance probe received subsequent in vivo practice and maintained the behavior. Seventh, all children maintained the behavior at the 1- and 2-month maintenance probes. Eighth, the long-term maintenance resulted in three of six children maintaining the critical behavior. Ninth, none of the families reported any negative effects of the training on their children.

Objective 2.0. To write and disseminate a training manual for teachers in mainstreamed preschool classes to teach children to resist the lures of strangers and to promote skill maintenance.

The activities of Objective 2 were to (a) write the manual, (b) review and revise the manual, and (c) disseminate it to Head Start programs and to faculty who train early childhood personnel. These activities were completed and a copy of the manual is presented in Appendix B.

Difficulties Encountered by the Project

The major difficulty encountered by the project was a delay caused by the IRB committee. Upon initial review of the protocol of the study, the IRB declined to approve the study. The reason for this rejection was that they perceived in vivo probes (the approach by "strangers") to be invasive and to hold the possibility of emotional harm for children. Based on this rejection, we contacted authors of previous studies on abduction avoidance and asked them to write letters on behalf of our procedures. These letters were collected and a detailed justification and rationale was developed for the use of the in vivo probe procedures. This response was presented to the IRB committee and they subsequently approved the study. However, this caused a delay of several weeks. Thus, we were not able to obtain as much maintenance data as we had anticipated.

Major Conclusions of the Project

Four major conclusions are possible from this study.

1. As indicated by previous studies, preschool children who have not received training do not show abduction-avoidance behaviors when approached by a stranger.
2. The abduction-avoidance training implemented by teachers with high levels of procedural fidelity resulted in children acquiring the abduction-avoidance behaviors in the classroom and generalizing it to settings outside of the classroom without negative effects being reported by family members. Only one child failed to generalize to the post-training in vivo probes--subsequent in vivo practice resulted in this child generalizing to other strangers, lures, and community sites.

3. Both of the studied maintenance-promoting procedures resulted in children maintaining the abduction-avoidance behaviors on 2-week, 1-month, and 2-month maintenance probes.

4. This study does not contain sufficient long-term maintenance to assume that the maintenance promotion strategies are effective after their use is discontinued. While the children maintained the abduction-avoidance behaviors during the regularly scheduled probes, the small sample who were assessed on the long-term maintenance assessment did not perform as well.

Based on the findings of this study, we can make the following recommendations. First, preschool teachers should use the training procedures employed in this study. Second, preschool teachers should use the maintenance promoting strategies employed in this study throughout children's preschool experiences. Although children are likely to generalize and maintain the abduction-avoidance behaviors when these strategies are employed, family members and teachers should not assume that long-term maintenance will occur after training stops.

Dissemination of Project Findings

The dissemination of the project findings has occurred through three major mechanisms: (a) conference presentations, (b) publication of the findings in a professional journal, and (c) distribution of the teacher-training manual. To date, we have presented the finding of the study at one national conference (i.e., the third Annual Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorders). In addition, we are preparing a presentation proposal for the Annual Meeting of the National Association for the Education of Young Children. We have submitted one paper describing the study to a professional journal for publication. We are planning to submit another paper that addresses issues teachers should

consider in implementing abduction avoidance training. Finally, about 100 copies of the manual have been distributed to Head Start teachers and agencies and to faculty who prepare early childhood teachers.

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Appendix A

Study Report:

Teaching preschoolers to avoid abduction by strangers:

Evaluation of maintenance strategies

Teaching Preschoolers to Avoid Abduction by Strangers:

Evaluation of Maintenance Strategies

Abstract

This paper describes a study which evaluates the use of effective training procedures used to teach preschool children to avoid abduction, supplemented with strategies to promote the maintenance of acquired skills. The study was conducted in three Head Start classrooms with a total of 47 children. A multiple probe design across groups within each class and replicated across the three classrooms was used to evaluate two strategies for promoting maintenance including (a) monthly reviews involving verbal rehearsal, modelling, and feedback; and (b) monthly reviews involving verbal rehearsal, modelling, feedback, and in-class role play. This research resulted in several findings, (a) classroom teachers implemented the training procedures with a high degree of procedural fidelity, (b) all children were taught to resist the lures of strangers, (c) children maintained the trained behaviors across several months, and (d) both of the two maintenance procedures were effective in maintaining behaviors taught to the children.

Ensuring the safety of children is a concern of both educators and parents. Despite the attempts to ensure child safety, a large number of young children are abducted each year. Excluding children who run away, most abductions (about 90%) are carried out by family members. However, of the children who are abducted by strangers (i.e., non-family members), the effects are quite serious. According to the National Center for Missing and Exploited Children (July 1990) only 22% of those abducted by non-family members are found alive, 13% are found dead, and 65% are never found (i.e., considered still missing).

Young children and those with disabilities may be prime targets for abduction (Poche, Brouwer, & Swearingen, 1981). A recent state-wide survey (Collins, Wolery, & Gast, 1991) of parents and special educators indicated that 95% of the professionals and 77% of the parents rated "resisting the lures of strangers" as a critical safety skill. A national survey of preschool teachers (Collins, Wolery, & Gast, 1992) identified resisting the lures of strangers as one of the two most important safety skills for preschoolers with disabilities. Further, these teachers reported that they taught this skill more often than any other single safety skill.

Based on interviews, abductors report that anytime children are unsupervised for a few minutes is an opportune time for abduction (Poche et al., 1981). Few abductors (10-17%) use physical force (Groth & Bernbaum, 1978; Tobias & Gordon, 1977); most use conversation and enticements to secure victims. Unfortunately, young children appear particularly receptive to these lures. Poche et al. (1981) found that 90% of young children readily left with a personable stranger. In another study, 75% of the kindergarten and first-grade children readily left with a stranger, and the remaining 25% stayed in the area making them vulnerable to abduction (Poche, Yoder, & Miltenberger, 1988). Gast, Collins, Wolery,

and Jones (1993) studied preschoolers with developmental disabilities and found that all children showed no resistance to strangers' lures prior to training. Interviews of police indicate that children who were approached by strangers but avoided abduction were those who immediately left the area when the stranger lured them (Gast et al., 1993).

In the past 10 years, a number of studies have evaluated programs for teaching individuals to resist the lures of strangers. These studies have included young typically developing children (Miltenberger & Thiesse-Duffy, 1988; Poche et al., 1981, 1988), preschool children with disabilities (Gast et al., 1993), and adults with mental retardation (Collins, Schuster, & Nelson, 1992; Haseltine & Miltenberger, 1990).

The components of programs that result in acquisition and generalization of resistance behaviors are known. They include, training successful behaviors (saying, "No" and leaving the area); verbal rehearsal of behaviors; modeling; role playing or simulation; feedback and praise; and use of multiple exemplars of lures, strangers, and settings. However, the results of 1-month follow-up assessments indicate preschool children often do not maintain the acquired behaviors. If the training procedures do not produce maintenance, then their validity can be seriously questioned from at least two perspectives. First, the children who are trained may not be able to use the skills if they encounter lures from strangers; thus, they are not protected from abduction. Second, the training may give teachers and families a false sense of security about children's abilities to avoid abduction.

The purpose of this study was to evaluate the use of the effective training procedures in mainstreamed preschool classrooms supplemented with strategies to promote maintenance of acquired skills. The maintenance-promotion strategies were selected on the basis of two criteria. First, the strategies represent a range of teacher effort required for their

implementation. Second, based on previous research investigations the strategies are likely to be effective.

Method

Participants

This study included 47 preschool children. Of these children, 10 were 3 years of age (8 African American, 2 caucasian) and 37 were 4 years of age (24 African American, 13 caucasian) at the onset of the study. In addition, 5 children were identified as having speech and language delays, and 1 child was identified as having attending and behavior problems. During the course of the study, 2 of these children left the program.

Setting and Instructional Arrangement

The instructional and maintenance-promoting sessions occurred in three inner city Head Start classrooms. The Head Start classrooms were located in the basement of a YMCA center. Training sessions occurred in an area of the classroom used for fine motor activities and included 4-6 children at a time.

Data collection on children's responses to the lures of "strangers" during in vivo assessment probes occurred in a local park, in the center bathrooms, in a public library, in a shopping center, in a YMCA, on the sidewalk outside the building in which the classrooms were contained, and in the community when children went for walks with the class. These settings were used to simulate realistic situations when children may receive a lure from a stranger.

Response Definitions

Children were taught three behaviors: (a) to move away from the stranger and toward the teacher or parent within 3 seconds of the delivery of the lure, (b) to say "No, I have to

ask my (teacher/parent)," and (c) to report any occurrence of lures by strangers to the teacher or parent. During in vivo probes the investigator observed the stranger approach the child and recorded the child's performance of the behaviors described above. During classroom role playing, the child's responses to the teacher's questions during verbal rehearsal and role playing were recorded by the investigator.

Experimental Design and Conditions

This study used a multiple probe design across groups of children within a classroom and replicated across classrooms. Initially, baseline data during in vivo probes were collected on all children in all three classrooms. The children in each classroom were then assigned randomly to three small groups of 4-6 children. One group in each class was taught to resist the lures of strangers using the established training procedures. As this group met the training criterion, the training was applied to the second group in each class; when the second group met criterion, the training was applied to the third group in each class.

Procedures

"Stranger" recruitment and training procedures. Twenty-four individuals participated as "strangers." Physical characteristics of the strangers are presented in Table 1. The authors recruited, trained, and supervised the strangers. These individuals were recruited from the staff of the program which initiated this study and the staff of the Head Start program. However, none of the "strangers" were known to the participating children. By using these individuals, the research staff and preschool program were assured that all "strangers" were familiar with children in general and had been investigated and found free of criminal records and histories of child abuse.

Insert Table 1 about here

"Strangers" were trained to approach the child, deliver a lure, wait for 4 seconds, and walk away from the child. The "strangers" were instructed not to touch the child or walk away with the child. Supervision of the "strangers" included identifying the lure to present and the child to approach; identifying the "stranger" to the classroom teachers and aides prior to their approaching the children; visually surveying the target child and "stranger" during in vivo probes; and giving the "stranger" a sealed letter to carry during the probe. This letter described the purpose of the research, the role of the "stranger," the names of contact persons (research staff and participating teacher), and phone numbers for verification of the person's identity and role.

Probe procedures. Probe conditions occurred prior to training, after training, and on a regular follow-up schedule. During probe conditions, each child received a minimum of five in vivo probes, one with each lure type. These probes were implemented in the settings described previously using the following procedures. An approved stranger under the surveillance of the investigator approached the child. The approach was made when the teacher was within 10 feet of the child, but appearing to attend to some other child or task. The stranger then delivered one of five lure types. The child was given 3 seconds to respond. To avoid the possibility of the child going with the "stranger," the teacher interacted with the child and ignored the stranger 3 seconds after the lure was delivered. The teacher did not mention the stranger and acted as nothing unusual happened.

Lure types duplicated those abductors report having used. The five lure types were general lure, authority lure, enticement lure, assistance lure, and conversational lure. The type of lure used was randomly selected. Lure types and sample lures are presented in Table 2.

Insert Table 2 about here

Child training procedures. The classroom teachers implemented the instruction. Teachers were given a written description of the components of effective abduction-avoidance training (i.e., the target behaviors, verbal rehearsal, feedback, role playing, and lure types). After reviewing the written materials, teachers participated in a 45 minute training session in which the investigator reviewed the training procedures, answered teacher questions, and provided the teachers with scripted lessons of the training procedures.

The child training procedures occurred in small groups ranging from 4 to 6 children, including one child with developmental delays or disabilities. During the first day of instruction, the teacher provided a verbal description of the target behaviors. The teacher told the children to repeat three rules: (a) if a stranger talks to you say, "No, I have to ask my teacher (mother or father)"; (b) if a stranger talks to you go to the teacher (mother or father); and (c) if a stranger talks to you tell your teacher (mother or father). The teacher then modelled each behavior using various lures and verbally reviewing the rules. After the modeling, the teacher used verbal rehearsal by asking questions of hypothetical situations (varying the setting, lure type, and description of the stranger). Each child received at least two questions during verbal rehearsal. The teacher gave feedback in the form of praise for

correct responses and verbal correction for error responses. After the verbal rehearsal, the teacher role played a situation with each child while the other children observed and praised their peer for correct responses. These sessions required about 15 minutes.

After the first day of training, the teacher gave a brief verbal review of the rules and a brief verbal rehearsal. The teacher then modelled the behaviors, and finally the teacher role played hypothetical situations with each child twice. This continued until all children responded correctly on three consecutive trials during role play over two days. These sessions required about 10 minutes.

Two types of maintenance strategies were used to promote maintenance of the abduction avoidance behaviors. Maintenance Strategy A consisted of verbal rehearsal, modelling, and feedback. Maintenance Strategy B consisted of verbal rehearsal, modelling, feedback, and role play. During these maintenance session, the teacher review the abduction-avoidance behaviors and then asked the children questions about pretend situations. After each child answered one question, the teacher provided feedback appropriate to the given answer. Next, the teacher provided a model of what to do when approached by a stranger. In maintenance strategy B, the model was followed by an opportunity for each child to role play what to do when approached by a stranger.

About 3 months after the conclusion of the maintenance probes and the end of the school year, the families were invited to attend a picnic held by the research staff. The invitations were sent by mail and the picnic occurred in the park near the children's classroom. Eight children and families attended. A "stranger" who and not previously participated in the study delivered lures to each child using a new lure and the probe procedures.

Reliability

During all experimental conditions inter-observer agreement data were collected on each child by the research staff. In addition, the investigator collected procedural fidelity data during the training and maintenance sessions. The investigator observed the teacher following an outline of the training procedures. The observer noted the occurrence of each behavior performed by the teacher. These data were calculated by dividing the number of occurring components by the number of planned components and multiplying by 100 (Billingsley, White, & Munson, 1980).

Results

Reliability

Both interobserver and procedural reliability data were collected on 28% of all probe sessions and on 40% of all training sessions. During probe sessions, both interobserver and procedural reliability data were 100%. During training, interobserver reliability was 100% and procedural reliability was 98% (range of 94-100%). The only two procedural errors during training was the failure address a question to one child in the group during two different training sessions.

Effectiveness

This study progressed through five phases: (a) baseline data collected during the in vivo probe trials, (b) classroom instruction of abduction avoidance behaviors, (c) in vivo assessments of children's ability to perform abduction-avoidance behaviors, (d) maintenance booster sessions, and (e) maintenance probe trials. The results suggest that prior to instruction, all children agreed readily to go with a stranger or stayed near the stranger thus making them vulnerable to abduction.

Implementation of the abduction-avoidance training resulted in all children performing the avoidance behaviors during role play in the classroom. Further, these behaviors were acquired rapidly (5- 8 sessions) with a required minimum of six sessions of instruction. In vivo probe trials followed the classroom instruction. All children generalized in their ability to perform the abduction avoidance behaviors in the in vivo settings. Individual child performance by instructional group is presented in Figures 1, 2, and 3.

Insert Figures 1, 2, & 3 about here

Maintenance

Maintenance strategy a. At the 2 week in vivo maintenance probe all children with the exception of one performed the motor avoidance behavior (i.e., move away from the stranger within 3 seconds). Further, more than half of these children performed the verbal avoidance behavior (i.e., say "No"). One child (African American, female) did not perform either of the abduction avoidance behaviors at the 2 week maintenance probe. She was given a booster maintenance session and was probed again 2 weeks following the booster session. Because she did not perform either of the two avoidance behaviors during this probe, she received in vivo practice administered by the teacher. As a result of her lack of maintenance, this child was moved to the group of children receiving maintenance strategy b which included role play. At the probe she received two weeks after participating in the maintenance strategy b group, she performed both abduction avoidance behaviors.

At both the 1 month and 2 month maintenance probe sessions, all children performed the motor avoidance behavior. During the 1 month probe and 2 month probe over half of

the children performed the verbal behavior.

Maintenance strategy b. At the 2 week in vivo maintenance probe, all children performed the motor behaviors and over half of the children performed the verbal behaviors. At the 1 month maintenance probe session, all children performed the motor behavior and over half of the children performed the verbal behavior. During the 2 month maintenance probe session, all children performed the motor behavior and half of the children performed the verbal behavior.

Long-term maintenance. A maintenance probe was conducted for six children during a picnic in a local park. Of these six children, two did not perform the verbal behavior but walked from the stranger within the designated 3 second interval. One child performed the verbal behavior but did not move away from the stranger within the appropriate interval. This child walked away from the stranger within 3 and 1/2 seconds and told a familiar adult, "That man wants me to go with him." The fourth child shook his head "No" and did not walk away from the stranger. The remaining two children did not perform either of the avoidance behaviors.

Discussion

The purpose of this study was to evaluate the use of effective abduction-avoidance training procedures which included multiple exemplars of strangers and lure types in preschool classrooms, supplemented with strategies to promote the maintenance of acquired skills. The data indicate the training procedures were effective in teaching abduction-avoidance behaviors in a classroom setting. Further, all but one of the children who participated in this study generalized their ability to perform these behavior across settings. All children, with the exception of the one just mentioned, performed the motor behaviors a

2 week, 1 month, and 2 month intervals following instruction. Although a majority of the children also performed the verbal avoidance behavior, some children did not. However, there is no significant difference in the number of children who performed the verbal behavior across groups receiving different maintenance strategies.

For one child, in vivo training was necessary for generalization from the classroom to the in vivo settings. In addition, this child only performed the abduction avoidance behaviors after receiving the more demanding maintenance strategy (i.e., maintenance strategy b which involved role play in addition to verbal rehearsal, modelling, and feedback). Because of this child's failure to perform the avoidance behaviors prior to receiving maintenance strategy b, she continued to receive this maintenance strategy throughout the end of the study.

The data presented in this study tentatively support the following conclusions. First, for most children abduction-avoidance training consisting of verbal rehearsal, modelling, role play and feedback results in at a minimum the acquisition of the motor avoidance behavior in the classroom setting and generalization to the community of at least the motor avoidance behavior. Second, the use of multiple exemplars of strangers in lure types results in children's generalized response to novel strangers and lures. Third, the maintenance booster sessions resulted in all but one of the children maintaining their performance of the motor avoidance behavior. Fourth, for most children the two maintenance strategies assessed in this study appear to be equally effective in maintaining child performance of the abduction-avoidance behaviors. Finally, children appear to acquire and maintain the motor avoidance behavior more effectively than their maintenance of the verbal avoidance behavior.

This study has several implications for future research. First, variables which influence children's generalization of maintenance of the verbal avoidance behavior should be

identified and studied. For example, are children who perform both the motor and verbal behaviors during classroom instruction and in vivo probes more likely to maintain both behaviors across time as compared to children who perform only the motor behaviors? Second, further analysis of the effects of the maintenance strategies should be conducted. Research should investigate how frequently the maintenance procedures should be conducted in order for children to perform the avoidance behaviors across the school year. Third, these maintenance procedures should be compared with the maintenance results from standard "stranger" programs conducted in preschools by teachers and public safety personnel. Finally, research should focus on the evaluation of these training and maintenance procedures with young children with substantial developmental delays.

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Table 1

Physical characteristics of strangers

Gender/Race*	Age	Height	Weight	Hair
female/C	20-25	average	thin	shoulder-length/wavy/brown
female/C	20-25	average	thin	shoulder/straight/brown
female/C	20-25	short	medium	long/straight/dark brown
female/AA	25-30	tall	medium	long/straight/black
female/C	25-30	short	thin	short/straight/brown
female/C	25-30	average	thin	shoulder/straight/blonde
female/C	25-30	average	pregnant	shoulder/straight/brown
female/AA	25-35	average	medium	short/straight/black
female/C	25-35	average	heavy	long/curly/brown
female/C	25-35	average	heavy	short/straight/dark brown
female/C	35-45	short	medium	short/curly/blonde
female/C	35-45	short	thin	short/straight/black
female/C	35-45	short	thin	short/curly/blonde
female/C	35-45	short	medium	short/straight/sandy blonde
female/C	45-50	short	heavy	short/curly/black
male/C	20-25	tall	medium	short/straight/blonde
male/C	25-30	tall	thin	short/straight/red
male/C	25-30	tall	medium	short/straight/brown
male/AA	30-40	tall	medium	short/curly/black
male/AA	30-40	average	medium	short/curly/black
male/AA	30-40	average	thin	short/straight/black
male/C	30-40	short	medium	short/partly bald/grey
male/C	40-50	tall	medium	short/curly/brown
male/C	45-50	average	medium	short/straight/brown/beard

* C = caucasian, and AA = African-American

Table 2

Lure Types and Examples

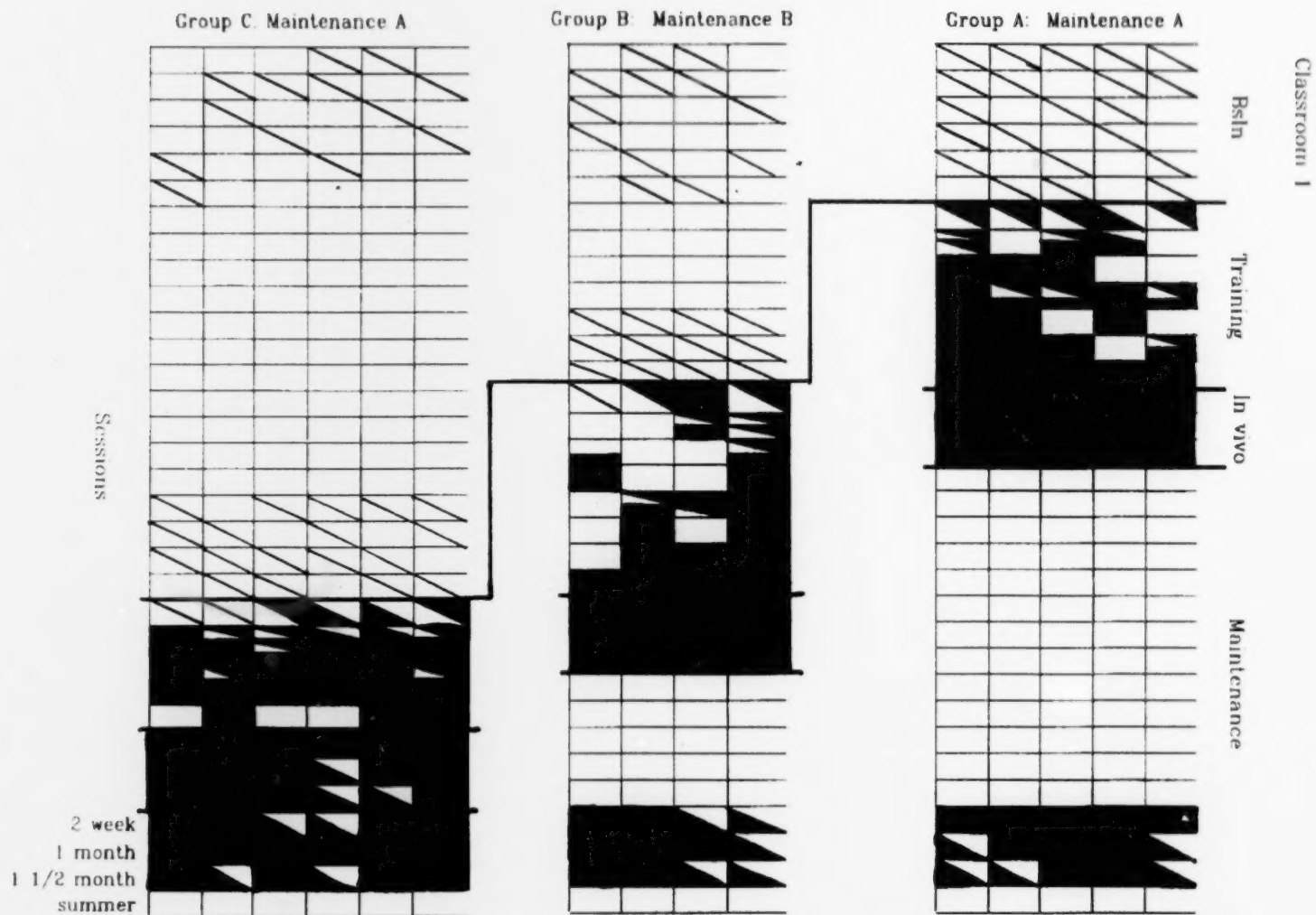
Lure Type	Examples
General	Would you like to go for a walk? Do you want to go for a ride in my car? Come here and sit by me. Can I tell you a secret?
Authority	Your mother wants me to take you home. Your teacher wants you to go with me. Your dad asked me to come get you. Your teacher says it is time to go inside.
Enticement	Would you like some candy/stickers? Would you like to go with me and get a surprise? Would you like to go see my puppy? Do you want to go get some ice cream? Would you like to win a prize, nintendo, etc?
Assistance	I lost my (dog/keys), can you help me find (it/them)? Can you help me carry these things to my car? Would you push my son in the swing. I'm looking for pretty leaves- would you like to help?
Conversation	What are you doing? How old are you? What is your name? Are you a good helper? Do you play here a lot?

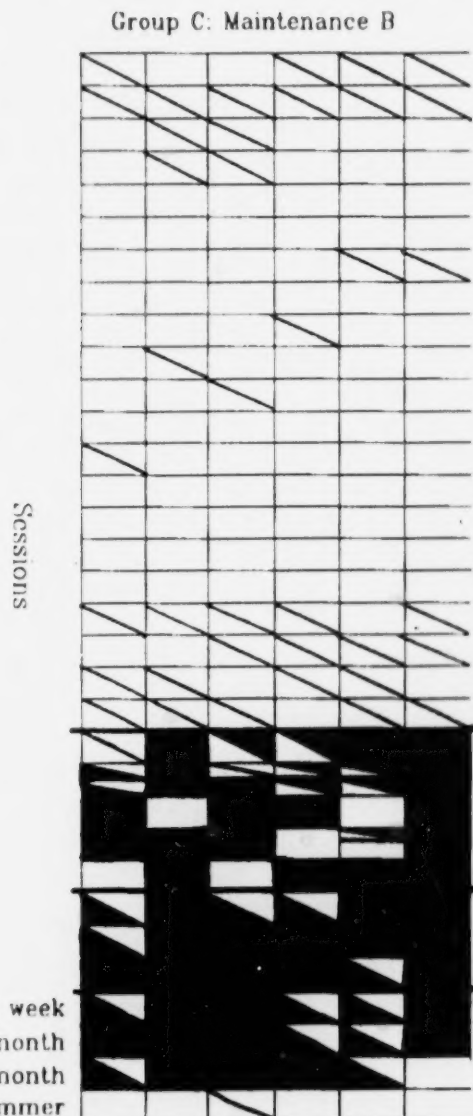
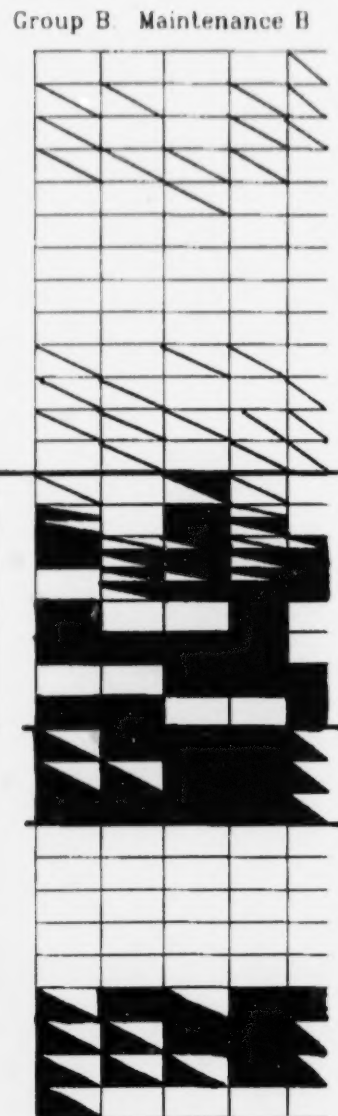
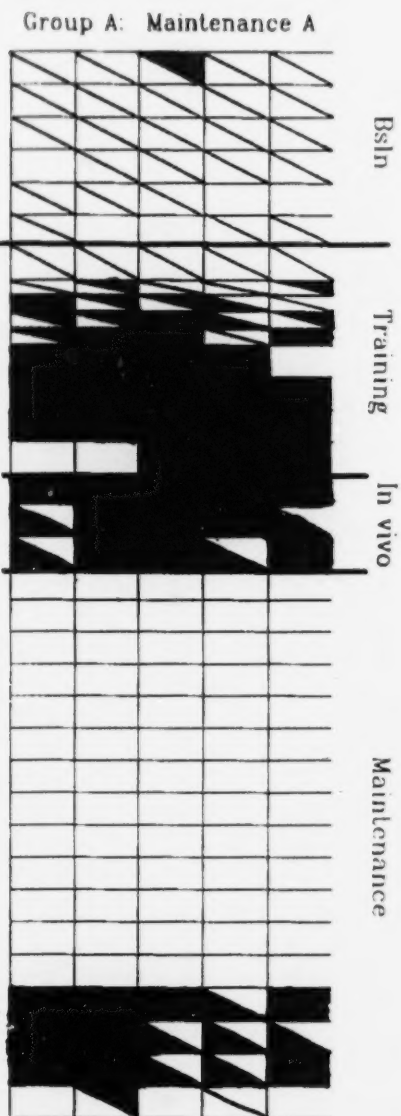
Figure Captions

Figure 1. The number of correct responses for children in classroom # 1. Each horizontal line represents one child (i.e., 5 children in the top panel, 4 in the middle panel, and 6 in the lower panel). A diagonal line across a cell represents an assessment of a particular child with neither a correct motor behavior (moving away from the stranger) nor correct verbal behavior (saying, "no"). A darkened cell above the diagonal line across the cell indicates correct verbal behavior; a darkened cell below the diagonal line indicates correct motor behavior. A completely darkened cell indicates correct motor and verbal behavior.

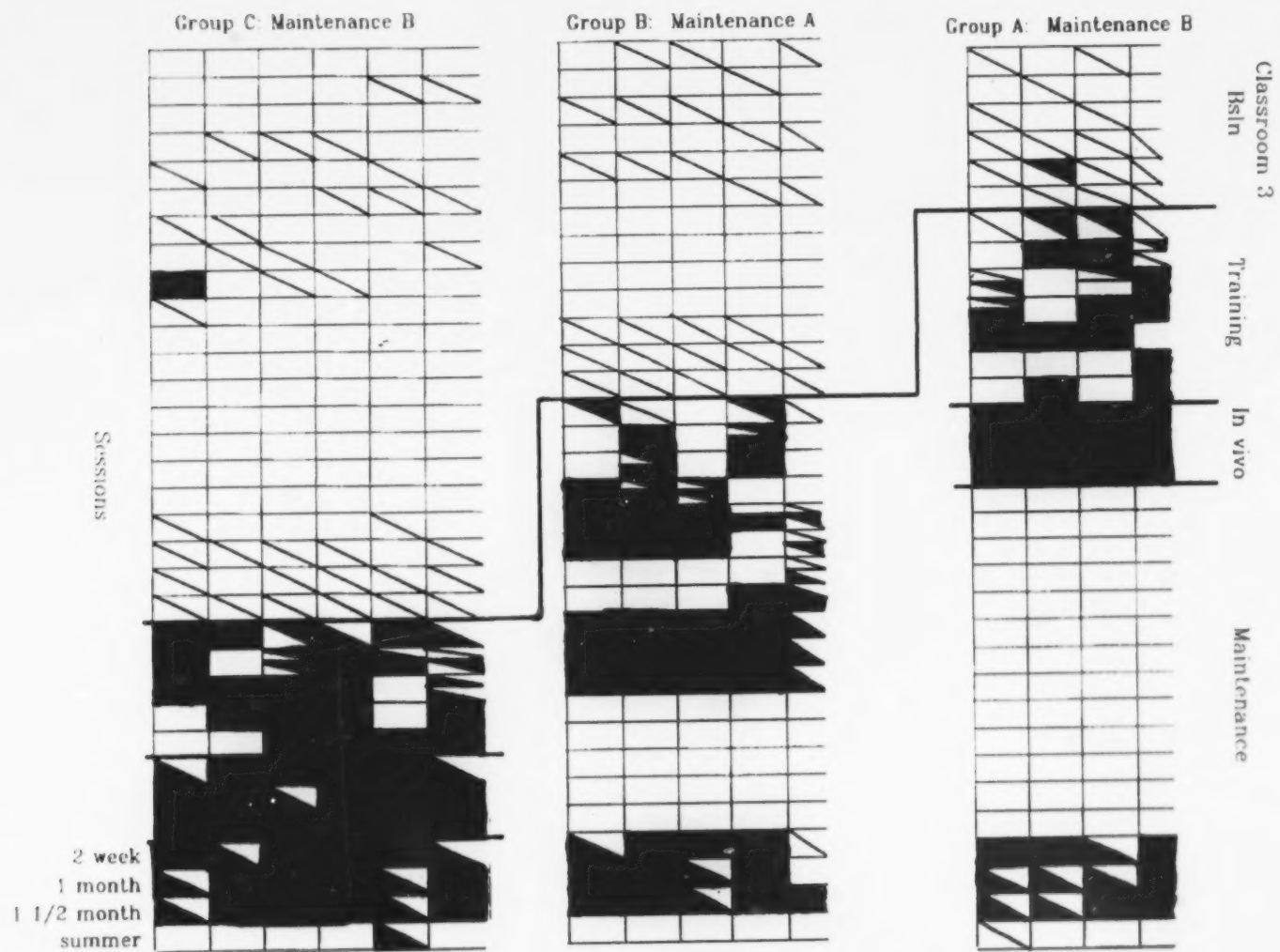
Figure 2. The number of correct responses for children in classroom # 2. Each horizontal line represents one child (i.e., 5 children in the top panel, 5 in the middle panel, and 6 in the lower panel). A diagonal line across a cell represents an assessment of a particular child with neither a correct motor behavior (moving away from the stranger) nor correct verbal behavior (saying, "no"). A darkened cell above the diagonal line across the cell indicates correct verbal behavior; a darkened cell below the diagonal line indicates correct motor behavior. A completely darkened cell indicates correct motor and verbal behavior.

Figure 3. The number of correct responses for children in classroom # 3. Each horizontal line represents one child (i.e., 4 children in the top panel, 5 in the middle panel, and 6 in the lower panel). A diagonal line across a cell represents an assessment of a particular child with neither a correct motor behavior (moving away from the stranger) nor correct verbal behavior (saying, "no"). A darkened cell above the diagonal line across the cell indicates correct verbal behavior; a darkened cell below the diagonal line indicates correct motor behavior. A completely darkened cell indicates correct motor and verbal behavior.





Sessions



Appendix B

Teacher Training Manual:

Safety Skills:

Teaching Preschoolers to Avoid Abduction by Strangers

Safety Skills:
Teaching Preschoolers to Avoid Abduction by Strangers

Ariane Holcombe & Mark Wolery

1993

Teaching Preschoolers to Avoid Abduction by Strangers: Evaluation of
Maintenance Strategies
(H023A20095)

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Safety Skills:

Teaching Preschoolers to Avoid Abduction by Strangers

Ariane Holcombe & Mark Wolery

1993

Purpose of Manual

This manual is designed to be used in preschool classrooms (e.g., Head Start, kindergartens, child care centers, and preschool development programs). It is designed to provide you with (a) a method of teaching young children to resist the lures of strangers and (b) procedures for ensuring that the behaviors are maintained across the school year. The information presented in this manual is based on a body of research that has identified training procedures for teaching young children to avoid abduction by strangers. Many precautions must be taken when teaching safety skills to young children. Throughout this manual we have attempted to describe areas of critical concern and precautions which should be taken to ensure child safety. Please give serious attention to these safeguards and follow them carefully.

Organization and Use of the Manual

The manual has been broken into several sections.

- o In the first section, we identify and describe the components of effective abduction-avoidance training.
- o Next, we incorporate these components into daily training sessions. Again, the descriptions of these training sessions are based on those that have been used in research and found to be effective. Along with the description of the training sessions, we provide scripts to give you an idea of how a training session would be implemented. These are included to give you examples of how to teach your children. The scripts are not intended to be read to children. You should adapt them according to the abilities of the children in your classroom.

- o The third section of this manual deals with assessment. In this section, we present a description of how to assess whether children will perform the effective abduction-avoidance behaviors when approached by an actual stranger. Please give careful attention to the precautions described in this section.

Disclaimer and Acknowledgements

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Safety Skills:

Teaching Preschoolers to Avoid Abduction by Strangers

Ensuring the safety of children is a concern of both teachers and parents. Despite the attempts to ensure child safety, a large number of children are abducted each year. Excluding children who run away, most abductions (about 90%) are carried out by family members. However, of the children who are abducted by strangers (i.e., non-family members), the effects are quite serious. According to the National Center for Missing and Exploited Children, only 22% of those abducted by non-family members are found alive; 13% are found dead; and 65% are never found (i.e., considered still missing). Young children and those with disabilities are considered prime targets for abduction. Collins, Wolery, and Gast (1992) conducted a nationwide survey of preschool teachers. Resisting the lures of strangers was identified by these teachers as one of the two most important safety skills for preschoolers with disabilities.

Based on interviews, abductors report that anytime children are unsupervised for a few minutes is an opportune time for abduction (Poche, Brouwer, & Swearingen, 1981). Few abductors (10-17%) use physical force (Groth & Bernbaum, 1978; Tobias & Gordon, 1977); most use conversation and enticements (lures) to secure victims. Unfortunately, young children appear particularly receptive to these lures. Poche et al. (1981) found that 90% of young children readily left with a personable stranger. In another study, 75% of the kindergarten and first-grade children readily left with a stranger, and the remaining 25% stayed in the area making them vulnerable to abduction (Poche, Yoder, & Miltenberger, 1988). In studies of preschoolers and preschoolers with developmental

disabilities, all children showed no resistance to strangers prior to training (Gast, Collins, Wolery, & Jones, 1993; Holcombe, Wolery, & Katzenmeyer, 1993). Interviews of police indicated that children who were approached by strangers but avoided abduction were those who immediately left the area when the stranger lured them (Gast, Collins, et al., 1993).

Components of teaching procedures which result in young children resisting the lures of strangers include (a) clear description of target skills (i.e., child says "No" and leaves the area), (b) role play and simulation of a stranger approaching each child, and (c) praise and feedback for correct responses during verbal rehearsal, role play, and simulation. Teaching procedures that include these components result in young children learning to resist the lures of strangers. However, in some studies less than half of the children continue to resist the lures of strangers one and two months following instruction. Because of the weakness of young children maintaining the skills, instruction must be provided to promote maintenance of the skills.

COMPONENTS OF EFFECTIVE ABDUCTION- AVOIDANCE TRAINING

As discussed in the introduction, effective training components to teach children to avoid abduction by strangers have been identified.

Effective training programs include the following components:

- ✓ Description of behaviors the child should perform (saying "No" to the stranger and leaving the area),
- ✓ Use of a variety of lures,
- ✓ Verbal rehearsal of a stranger approaching the child, (d) praise and feedback for correct responses,
- ✓ Role play, and
- ✓ Precautions to ensure child safety.

Target Behaviors

Children should be taught three behaviors:

1. Move away from the stranger and toward the teacher or parent within three seconds of the delivery of the lure,
2. say "No, I have to ask my (teacher/parent)," and
3. report any occurrence of lures by strangers to the teacher or parent.

Move away from the stranger. Children should be taught to move away from the stranger and toward you because police report that this is the most successful response for preventing abduction. Children should move away from the stranger as quickly as possible. Children should be taught to move toward a familiar adult or place.

Say "No." In abduction-avoidance research, parents have requested that children be taught to say, "No, I have to ask my (teacher/parent)." The rationale is that this response is more polite and would not offend persons

who are safe but unknown to the child. Some children may need to be encouraged to say "No" in a loud voice. Be prepared to provide such children with practice in speaking loudly. However, leaving the area and getting close to a familiar adult is the most appropriate behavior.

Tell an adult. Children should report the occurrences of strangers and of lures by strangers because this may alert supervising adults to the presence of a potentially harmful stranger. In addition, such reports provide an occasion for adults to praise the child for not going with the stranger and to review what to do if a lure is presented.

Lure Types

There are five different lure types that duplicate those that abductors report having used. The wording of each lure should vary during training and practice to use as many different variations of each lure type as possible. The five different lure types are presented below.

General Lure. The stranger asks the child if they want to go for a walk or take a ride in his car.

Authority Lure. The stranger says that the child's mother, father, teacher, etc. wants the child to go with them.

Enticement Lure. The stranger asks the child if they want some candy or to go get a surprise.

Assistance Lure. The stranger asks the child to help carry some books, find their dog, or show them where a given street is.

Conversational Lure. The stranger asks questions (e.g., "What are you doing?" "What's your favorite color?" etc.) and generally engages the child in conversation, and then delivers one of the other four lure types.

SAMPLE LIST OF LURES AND LOCATIONS

LOCATIONS

grocery store
on the way to school
post office
playing in the front yard of child's house
getting off the bus
gas station
bathroom at school

park
mall
zoo
restaurant
doctor's office
play ground
hallway at school

LURES

General

1. Would you like to go for a walk?
2. Do you want to go for a ride in my car?
3. Come here and sit by me.
4. I like you. Do you like me?
5. Come here and we'll have fun.
6. Do you want to ride my horse?
7. Can I tell you a secret?
8. Would you like to play (video)?

Enticement

1. Would you like some candy/stickers?
2. Would you like to go with me and get a surprise?
3. Would you like to go see my puppy?
4. Do you want to go get some ice cream?
5. I have extra toys. Do you know anyone who would want them?
6. Would you like to go see/use the phone in my car?
7. If you help me I'll give you five dollars.
8. Would you like to win a prize, nintendo, etc?

Conversational

1. What are you doing?
2. What is your favorite color?
3. How old are you?
4. What is your name?
5. Did you watch (favorite program) on TV last night?
6. That is a nice dress/shirt/etc.
7. Who's that on your t-shirt?
8. Does Miss (teacher's name) X still teach here?
9. Do you play here a lot?
10. Does your mother come with you?
11. Do you have any pets?
12. Do you like to have your picture taken?

Authority

1. Your mother wants me to take you home.
2. Your teacher wants you to go with me.
3. Your dad asked me to come get you.
4. Your teacher says it is time to go inside.
5. Get in the car.
6. Your mother sent this note for your teacher. Come here and get it.
7. Your dad said he would be late today and asked me to take care of you.

Assistance

1. I lost my (dog, keys), can you help me find it?
2. Can you help me carry these things to my car?
3. Can you show me where (a street, a store etc.) is?
4. Would you push my son in the swing?
5. I'm looking for pretty leaves. Would you like to help me?
6. Are you a good helper?
7. I need a smart kid like you to talk to my dog while I fix my car. Would you do that so he won't run away?

Verbal Rehearsal and Feedback

During the training, verbal rehearsal is used to discuss situations in which children may encounter strangers. As with lures, you should provide the children with a variety of situations by describing different settings, lure types, and descriptions of the strangers. Because not all strangers are "evil looking" or wear ragged clothes, provide the children with descriptions of strangers which depict a variety of individual characteristics. Children should be asked questions about how they would respond the different situations. Correct responses would be to 1) walk away, 2) say "NO," and 3) tell an adult. Children should be praised when they give these correct responses and reminded of how to respond to strangers when they answer incorrectly.

Role Play

Role playing various situations gives each child an opportunity to practice the behaviors you have been discussing. During the role play, you should take the role of the stranger and present a lure to the children one at a time. Allow the child approximately three seconds for to respond to your lure with the avoidance behaviors (e.g., move away from the stranger and say "No, I have to ask my teacher"). The rationale for giving the child a short period of time in which to respond is to provide him/her practice with responding quickly to strangers. Children must be able to respond quickly when approached by actual strangers. The longer they are close to a stranger, the more risk there is of abduction. Each child should have practice responding to a stranger. Children should practice performing the behaviors within the three second time frame. Children who are observing the role play should praise their peer for responding correctly.

Precautions

When teaching the children to avoid strangers it is not necessary to tell them what may happen if they go with strangers or are abducted.

Teachers who have used the procedures provided in this manual have not given children this information. Care should be taken not to frighten the child during the training. Some children in your classroom may have heard things on television or from their parents and may want to talk about this information. We encourage you to keep such conversation to a minimum and not provide additional examples. Children can learn to perform the behaviors described above without frightening explanations.

DESCRIPTION OF DAY 1 TRAINING

We suggest that you teach the children in small groups rather than teaching your entire class at once. This will provide each child will more opportunities to practice the skills you are teaching. For a small group of four children, the first day of training should take about 15 minutes. The first day that you teach the children will be different from the training provided on all remaining days. The effective components are included in all trainings. However, the number of times you perform the various components will be different on the first day of training. Presented below is a description of each step of the training procedure. These steps are listed in the order they are to be presented to the children.

Verbal Description

Begin by giving the children a verbal description of the three target behaviors. Use words your children will understand. Tell the children that if someone they don't know talks to them they should:

- a. Move away from stranger toward teacher or parent within 3 seconds of delivery of lure.
- b. Say, "No, I have to ask my teacher/parent."
- c. Report the occurrence of lures by strangers to teacher or parent.

Repeating the Rules

After providing this description, present the target behaviors as rules and then ask the children to repeat the three rules. All children should repeat each rule after you. You should have the children repeat the rules at least three times. The behaviors correspond to these three rules:

- a. Go to your teacher/parent.
- b. Say "No, I have to ask my teacher/parent."

c. Tell your (teacher/parent).

Modelling the Behaviors

After the children have repeated the rules, model each behavior using a variety of lures. As you are modelling, you should verbally review the rules. Select a child and tell him that he/she is going to be a stranger and present a lure which you give him. You will pretend to be the child. After the child has stated the lure you will turn away from the child and say "No, I have to ask my teacher." It is important that you turn away and make the statement at the same time. We don't want to provide a model in which the child stands and talks to the stranger before walking away. Walking away from the stranger is a **critical** component in avoiding abduction.

Verbal Rehearsal

Following the modelling of behaviors, provide a time for verbal rehearsal of the avoidance behaviors with the children. Examples are provided in the scripts at the end of this section. It is suggested that each child be given two questions. As discussed earlier, praise correct answers and provide the correct response when the child gives an incorrect answer.

Role Play

The final activity of the first day of training will be a role play with the children. You should role play a situation in which children are approached by a stranger. In this role play you can play the part of a stranger and present a lure to individual children. You will role play with each child one time. As before, praise correct responses and provide error correction for incorrect responses. Other children in the group can assist in praising the child for correct responses.

TEACHER TRAINING SCRIPT--DAY 1

1. Describe the content of today's lesson.

Example: "Today we are going to talk about what you should do when someone you don't know talks to you. We call these people strangers."

2. Describe the three things the child should do when approached by a stranger.

Example: "There are three things you must do when a stranger talks to you. The first thing you do is move away from the stranger. You should walk away from a stranger as soon as they talk to you. You should walk or run to me or your mother/father. When you walk away you should say, "No, I have to ask my teacher". You should always ask me or your parent before you take anything from a stranger, talk to a stranger, or go anywhere with a stranger. When you go to me or your parent, you should tell us that a stranger talked to you."

3. Have the children repeat the three rules. You say each rule. After you say the rule the children should repeat what you said.

Example: "Now we are going to practice the three rules. The first rule is to move away from the stranger, the second rule is to say, "No, I have to ask my teacher." The last rule is to tell your teacher you saw a stranger. Now you repeat them after me:

1. Move away from the stranger. (children repeat)
2. Say, No I have to ask my teacher. (children repeat)
3. Tell your teacher you saw a stranger. (children repeat)"

4. Model the three behaviors while describing each. **Do this twice.**

Example: "Now we are going to practice what to do when a stranger talks to you. I am going to pretend to be a child on the playground. Who wants to be the stranger? Okay Chris, ask me if I want to go

for a walk with you." (child asks question) The first thing I am going to do is move away from the stranger and go back to the teacher (walk in the other direction). After I have started to walk away I will say that I have to ask my teacher ("No, I have to go ask my teacher.") I am going to go to the teacher and tell them what happened.

5. After modelling the behaviors you will ask the children questions about hypothetical situations you describe to them. Each child in the group should be asked one question and then each child should be asked a second question. Questions should be open-ended and related to the three rules. You should vary the hypothetical situations by presenting a variety of locations and lures.

Example: "Let's see who remembers what to do when a stranger should wait until your turn to answer. Be sure to listen because store with your mom. She is looking for the cereal you like to eat.

"All right Chris, what should you say to the stranger?"
Correct response: No I have to ask my mother.

"Jenna, tell me what you should do."
Correct response: Walk back to my mother.

"Sherra, what do you tell your mother when you go back to her?"
Correct response: Tell her that a stranger talked to me.

You should continue to provide different examples and ask questions until each child has had an opportunity to answer two questions. Following each child's response remember to praise correct answers and give the appropriate response when the child does not say the correct answer.

6. Finally, you role play with each child. You pretend to be the stranger. Give a different lure to each child. Using different situations and different

lures will help children apply the skills in a variety of situations. When the child responds correctly, you and the other children should praise him. If the child makes a mistake, you should tell him what to do and have him try again. You may use the same situations that you gave during the question and answer or you may select new ones. However, you should not use the same situation for every role play.

DESCRIPTION OF REMAINING TRAINING DAYS

As mentioned in the Day 1 training section, the remaining training days include the same components as Day 1 training. The difference is in the number of times you present each component. The components are listed below in the order which they should be presented to the children.

Verbal Review of Rules

Provide a brief verbal review of the rules you presented on the first day of training. State the three rules and then have the children repeat each of the three rules one time.

- a. Go to your teacher/parent.
- b. Say "No, I have to ask my teacher/parent."
- c. Tell your (teacher/parent).

Modelling the Behaviors

Provide a model of the behaviors just as you did on the first day of training.

Verbal Rehearsal

Following the model give a brief verbal rehearsal. This can be conducted in the same manner as the first day of training except you may present each child with only one question. On all days after the initial teaching, it is suggested that you provide less verbal rehearsal and more opportunities for role play. Written scripts of sample questions to present are included at the end of this section.

Role Play

Finally, role play situations in which the children are approached by strangers just as you did on the first day of training. The difference from the first day of training is that you should provide more opportunities to

role play. It is important that each child is given opportunities role play the skills until he can respond correctly without assistance on several different role plays.

TEACHER TRAINING SCRIPT
DAY 2 THROUGH THE END OF TRAINING

1. Describe the content of today's lesson.

Example: "Today we are going to practice what we learned yesterday."

2. Remind the children of the three rules.

Example: "Remember the three rules? They are:

- * Move away from the stranger.
- * Say, No I have to ask my teacher.
- * Tell your teacher you saw a stranger".

3. Ask the children questions about hypothetical situations using the same procedures you used on the first day. **Ask each child only 1 question.**

4. Model each behavior while verbally describing each. **Do this once.**

5. Role play **two** situations with each child using the same procedures used on the first day of training.

ASSESSMENT

After children are able to perform the abduction-avoidance behaviors in class, we recommend that you conduct "stranger tests" outside of the classroom. The purpose of these tests is to see what the child would do when approached by an individual who is a stranger to him/her. Prior to conducting these assessments, you should (a) identify someone unfamiliar to the child to play the role of a stranger, (b) identify a location in which to conduct the assessment (i.e. playground, sidewalks around school building, waiting for the bus), (c) tell the stranger what lure to present to the child, and (d) identify the child which you are assessing to the stranger.

During "stranger tests", the "stranger" will be in the same area as you and the children. When the child is away from an adult (5-10 feet), **but still in an area where he can be seen by you**, the stranger should approach the child and deliver the lure. The stranger should wait four seconds and then walk away from the child. If the child does not perform with avoidance behaviors within three seconds, you or another adult should go to the child and direct him/her away from the stranger. Also, you should take this opportunity to practice the avoidance behaviors. **It is important that you divert the child from the stranger so that he does not practice going with strangers.** If he performs the abduction/avoidance behaviors you should provide praise just as you did during the role play situations.

Precautions

Precautions must be taken to ensure the safety of the children during these "in vivo" assessments. We suggest that the following procedures be followed to help ensure safety of the children. First, all "strangers" should be individuals whom you know but are unfamiliar to the children.

However, they should not interact with you in front of the children so that the children will perceive them to be strangers.

Second, all personnel in your center should be informed of what you are doing and the identity of your "stranger". They should be instructed to contact you or the center supervisors if they see a suspicious adult in or near the area. This is done to ensure that they will not assume some actual stranger is assisting your instruction, and so that they will not confront the stranger or call the police.

In addition, we suggest that you provide the "strangers" with a letter to carry only while they participate in the delivery of lures. This letter should contain a statement describing the what you are teaching the children, the role of the "stranger," the names of contact persons (you and center supervisors), and phone numbers for verification of the person's identity and role.

Fourth, you should maintain visual surveillance of the child and "stranger" during the delivery of the lure. This will ensure child safety (e.g., from getting near the street, etc.). Also, this will allow you to return within 3 seconds of the lure delivery to engage the child and prevent him/her from going with a stranger.

MAINTENANCE

When young children do not have opportunities to practice the skills they learn, often these skills are forgotten. For this reason, it is important that you provide opportunities for the children in your class to practice how they should respond to strangers. We suggest that you provide an opportunity for children to practice these skills at least once each month.

Once a month, you should conduct a "review" lesson with the children. You may conduct the review lesson in the same way you conducted the training session on the second day of training. For example, you may choose to have a center in your classroom which children come to in small groups. In this center, you would review the abduction-avoidance rules with the children. Every child in the group should practice performing the abduction avoidance behaviors.

At the minimum we suggest you provide the review sessions each month. However, we suggest also that you supplement this training with monthly stranger tests (see Assessment section). We make this recommendation for several reasons. First, all the teachers who have used these procedures have included monthly stranger tests in their instruction. Therefore, we do not know how effective the monthly training would be without the stranger tests. Second, monthly stranger tests let you know how your children perform in the community. If a child does not perform the appropriate behaviors during the stranger test, you will know that you need to provide more instruction. In addition to providing more instruction in the classroom, we suggest that you provide review sessions in the natural setting for the children who do not perform the avoidance behaviors during the stranger tests. For example, if you are conducting a "stranger" test on

the playground with Sarah and she agrees to go with the stranger, you should approach Sarah and review the correct responses with her. You may need to tell Sarah what she should do when a stranger approaches her (i.e., say no, and move away). Then, you should have Sarah practice doing these behaviors and praise correct responses.

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